

# STUDENT ATTITUDES TOWARD THE USE OF FACEBOOK IN HIGHER EDUCATION: IMPLICATIONS FOR THE LEARNING EXPERIENCE<sup>1</sup>

Marija Marković<sup>2</sup>

Faculty of Philosophy, University of Niš, Serbia  
ORCID <https://orcid.org/0000-0003-3560-9468>

Zorica Stanisavljević Petrović

Faculty of Philosophy, University of Niš, Serbia  
ORCID <https://orcid.org/0000-0001-9212-4286>

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**Abstract::** *In light of the growing importance of digital technologies and the rise of social networks, understanding the role of Facebook in higher education has become increasingly pertinent. This study aims to investigate university students' attitudes toward the use of Facebook as a tool for both direct and indirect academic engagement, with particular focus on its role in supporting learning, communication, and collaboration. A descriptive method was used, with data collected from 314 undergraduate students at the Faculty of Philosophy, University of Niš. The results indicate that students highly value Facebook for information exchange and sharing academic materials, but are generally cautious about its direct application in learning processes. The study also examines the influence of independent variables (such as study program, academic performance, duration of Facebook use, and frequency of access) on student attitudes. The pedagogical implications of these findings may contribute to enhancing the use of Facebook and other digital platforms in higher education, both for direct academic purposes and broader educational experiences.*

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<sup>2</sup> Corresponding author: [marija.markovic@filfak.ni.ac.rs](mailto:marija.markovic@filfak.ni.ac.rs)

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## 1. INTRODUCTION

The rise of social networks has significantly transformed how individuals interact, communicate, and collaborate, with platforms like Facebook becoming integral to various aspects of society, including higher education. Originally created by students to foster social connections, Facebook has evolved into a multifunctional tool that now plays a key role in academic environments by facilitating both direct and indirect communication, resource sharing, and collaboration between students and educators. As such, Facebook's potential to impact the broader educational experience, particularly within university settings, warrants thorough investigation (Mahmud et al., 2022; Manca, 2020).

While newer platforms such as Instagram, LinkedIn, and TikTok have gained traction in recent years, Facebook remains widely used among university students for both direct academic purposes, such as information exchange, and indirect ones, including building academic communities and communicating with professors (Çelik et al., 2023; Sörensen et al., 2023). Although some students express a preference for alternative platforms (Kekić, 2015), Facebook's unique features continue to provide crucial academic support. For instance, its use facilitates peer-to-peer learning, resource distribution, and offers a platform for engaging with educational content.

Thus, research into Facebook's role in shaping students' attitudes toward its use in higher education and its potential to enhance educational experiences is not only timely but also essential for understanding how digital technologies influence academic practices. This study aims to explore these dynamics, offering insights into how Facebook can be effectively leveraged to enrich students' higher education experiences.

## 2. THEORETICAL FRAMEWORK

In recent years, **the integration of social networks, especially Facebook**, has become an integral part of higher education in developed countries. Consequently, a significant number of research studies in scientific and professional literature explore **Facebook's use** in academic environments from various

perspectives (Alharthi, 2020; Pavlović, 2018; Pavlović et al., 2017). From our research perspective, studies focusing on **students' attitudes** toward Facebook are of particular importance, as they extensively utilize the platform's multiple possibilities for learning and studying. In this context, researchers are drawn to aspects such as **students' motivation** for using Facebook in the studying process (Raza et al., 2020). Data collected from a sample of 280 students indicate that Facebook is a common choice due to characteristics such as **ease of use, rapid information exchange**, and accessing study-related materials. Additionally, students use Facebook to **enrich their social contacts** and access new ideas or information. Similarly, other research highlights the **motivational roles of Facebook** (Manu et al., 2021), which is considered an effective educational tool contributing to **student engagement** and interaction during the learning experience. From a pedagogical perspective, significant research considers Facebook as a social network that fosters **both personal and academic identity formation**. Students recognize its potential for building **online identities**, but generally view Facebook as a platform primarily for communication with **friends and acquaintances**, rather than for interacting with peers and teachers in academic settings (Dennen & Burner, 2020). This raises questions about the **factors influencing students' use** of Facebook for academic purposes. To explore these factors, **qualitative research** was conducted, focusing on the **benefits of Facebook** for collaborative learning, student engagement, and satisfaction with the platform (Alamri et al., 2020). The findings indicate that social networks, including Facebook, are positively associated with **increased academic interaction** and engagement with peers and teachers. Furthermore, the findings suggest that factors such as **ease of use, perceived usefulness**, and student satisfaction play a key role in **enhancing academic performance**.

A significant body of research on Facebook in higher education focuses on determining **students' perceptions of its academic benefits** (Akgül & Uymaz, 2022; Giannikas, 2020; Low & Wong, 2023). For example, in a study conducted on postgraduate students, it was found that students recognize the **advantages of Facebook groups**, which effectively complement learning management systems (Giannikas, 2020). Similar results were found in a study of undergraduate civil engineering students (Low & Wong, 2023), indicating that Facebook is a **sustainable and desirable platform** for younger generations. Studies have shown that Facebook is perceived as the most **suitable and**

**meaningful tool** for integrating technology into academic activities, due to its **availability, ease of use**, and capacity for interaction (Akgül & Uymaz, 2022). These advantages suggest that Facebook enhances **student engagement, social interaction**, and a sense of **community belonging**, all contributing to a positive student learning experience (Yılmaz & Yılmaz, 2023). Other research confirms that Facebook increases **student activity** and engagement, indicating that students who actively use Facebook are more **engaged and academically positioned** (Park et al., 2022).

Recent research on Facebook in university education primarily focuses on its **relationship with educational outcomes** (Rahman et al., 2020; Sabah, 2023; Yousef & Yousef, 2022). These studies give special attention to **students' perceptions of Facebook's usefulness** in achieving better educational outcomes. The findings suggest that students recognize Facebook's potential for **improving academic performance**, while also acknowledging the **risks associated with excessive use**, such as distractions and over-reliance on the platform (Rahman et al., 2020). Some studies indicate that **sharing academic materials** through Facebook contributes to better **student performance and success**, significantly influencing educational outcomes (Yotyodying et al., 2022; Yousef & Yousef, 2022). The use of **Facebook groups** for academic purposes has been identified as a particularly valuable tool, contributing to **greater student activity** and a better understanding of **theoretical concepts** applied in practice (Bastida-Escamilla et al., 2022). Researchers argue that these groups have a **positive impact on student learning** and educational achievements (Sabah, 2023).

However, some studies also highlight the **risks of using Facebook in academic contexts**, particularly concerning **procrastination** or problematic use (Abrar-ul-Hassan & Safdar, 2022; Taipei-Quispe et al., 2023). There is evidence of a correlation between **Facebook usage and procrastination**, with students who use the platform primarily for entertainment being more likely to delay academic tasks (Taipei-Quispe et al., 2023). The study also found statistically significant differences based on **age and gender**. Additionally, researchers identified a **link between self-esteem and problematic Facebook use** (Abrar-ul-Hassan & Safdar, 2022), suggesting that students who spend considerable time on Facebook for non-academic purposes may experience negative academic outcomes. These findings are particularly important given that Facebook re-

mains one of the most popular social networks among university students, who spend a **significant amount of time** on the platform.

### 3. METHODOLOGICAL APPROACH

The aim of this research is to examine students' attitudes towards the use of Facebook in university education. **This study follows a quantitative research methodology, which was selected for its suitability in identifying patterns and relationships across large groups of respondents. Specifically, a survey-based approach was chosen as the primary research technique, given its efficiency in gathering data on opinions, behaviors, and attitudes from a sizable population. Surveys are particularly useful in educational settings to gauge student perceptions, making this approach more appropriate than qualitative methods such as interviews or focus groups, which might not capture the broader trends as effectively.**

The main research tasks set for this study are:

1. To examine students' attitudes towards the use of Facebook in the studying process.
2. To determine if there are statistically significant differences in respondents' attitudes with respect to the independent variables: year of study, study program, academic performance, Facebook usage habits, and the frequency of accessing social networks.

The research sample consisted of 314 undergraduate students at the Faculty of Philosophy in Niš. Respondents' attitudes were analyzed based on the following independent variables:

- year of study (I-IV year),
- study program (Psychology, Pedagogy, Social Policy and Social Work, Communication and Public Relations, Journalism),
- average grade during studying (a) 6.00-6.99, b) 7.00-7.99, c) 8.00-8.99, d) 9.00-10.00),
- length of presence on social networks (a) no open profile; b) less than 1 year; c) more than 1 year, but less than 5 years; d) more than 5, but less than 10 years; e) more than 10 years), and
- frequency of accessing social networks (a) never; b) rarely (a few times a month); c) sometimes (a few times a week); d) often (several times a week); e) regularly (daily).

**The rationale behind choosing these variables lies in their direct relevance to the study's aims. Facebook usage patterns (e.g., frequency of access, years on the platform) are critical for understanding the extent of familiarity and integration of the platform into students' daily routines, which in turn influences their attitudes towards its application in education. Likewise, variables such as the year of study and academic program are essential to explore whether more experienced students or those from different fields perceive the role of social media differently. This approach was deemed more appropriate than alternative methods such as longitudinal studies or experiments, which might not provide the immediate insights necessary to inform current educational practices.**

In the research, 121 first-year students, 73 second-year students, 66 third-year students, and 54 fourth-year students participated. The majority of students came from the Psychology program (126), followed by Pedagogy (80). Students from Communication and Public Relations (46) and Journalism (42) programs were almost equal, while the fewest respondents were from Social Policy and Social Work (20). A total of 286 respondents had an active Facebook profile, while 27 did not use the platform.

Regarding academic achievement, ten respondents had the lowest average grade (6.00-6.99), 78 had an average of 7.00-7.99, 149 students had an average of 8.00-8.99, and 77 students had the highest average grade (9.00-10.00). In terms of social media usage, 205 students had been present on social networks for more than 5 but less than 10 years, 87 had been on for more than 10 years, and 22 had been active for between one and five years. In terms of frequency of access, 272 respondents accessed their profiles daily, 32 did so often, 6 occasionally, and 4 rarely.

**To measure students' attitudes, a five-point Likert scale was designed specifically for the research, named *Students' Attitudes towards the Application of Facebook in Education (SAFE)*. The scale included five items, each rated from 1 (complete disagreement) to 5 (complete agreement). This method was selected for its reliability and ability to quantify subjective attitudes, offering a clear view of general trends and variations across subgroups. In analyzing the data, the t-test and F-test were employed to determine statistically significant differences between the responses of different subgroups. The t-test was appropriate for comparing the means between two groups (e.g.,**

students with or without a Facebook profile), while the F-test (ANOVA) was used to assess differences across multiple groups (e.g., students in different years or study programs). These statistical methods were chosen for their robustness in detecting differences in attitudes across the defined independent variables, and their wide use in social science research further justifies their application in this study.

#### 4. ANALYSIS AND INTERPRETATION OF RESEARCH RESULTS

The analysis of students' attitudes towards the use of Facebook in the studying process revealed a nuanced perspective, where students exhibit both indecision and mild agreement depending on the specific application of the social network. In general, the data suggests that while Facebook is recognized for its potential utility in learning, communication, and information exchange, students remain somewhat reserved about its broader role in education.

Regarding the statement *Facebook could be used as an aid in learning*, the majority of respondents (49.7%) expressed some level of agreement, with 28.3% partially agreeing and 21.4% completely agreeing. However, a significant portion of students (24.9%) remained undecided, indicating that a notable fraction of students have not fully formed an opinion on the educational use of Facebook. On the other hand, 25.4% of respondents expressed disagreement (11.1% complete, 14.3% partial), reflecting some skepticism about Facebook's utility as a learning tool.

When asked whether *Facebook would improve communication with professors and assistants*, the data shows a similar distribution, with 49.1% of students agreeing (25.2% partial, 23.9% complete), while 30.9% were undecided, and 20% disagreed. This reflects students' perception that while Facebook may enhance communication with faculty, there is no overwhelming consensus.

Students showed stronger agreement regarding the exchange of information and materials related to faculty on Facebook. For instance, 64.6% of respondents agreed that Facebook is a good platform for exchanging faculty-related information, and 67.8% agreed that it is beneficial for sharing educational materials. This suggests that students value Facebook's role in peer-to-peer interactions, particularly in sharing resources relevant to their academic work. A smaller group of respondents (around 14%) expressed disagreement with these

statements, indicating that a minority still holds reservations about Facebook’s role in education.

In terms of improving the overall study experience, 51.2% of students agreed that Facebook could play a positive role, with 28% partially agreeing and 23.2% fully agreeing. However, a considerable percentage (30.4%) remained neutral on the matter, and 18.4% expressed disagreement. This indicates that, although Facebook is recognized for certain benefits, many students remain cautious or undecided about its broader impact on their study experience.

In addition to these general findings, the research also examined the statistical significance of differences in attitudes based on several independent variables: Facebook usage, year of study, study program, academic performance, length of presence on social networks, and frequency of access to social networks.

*Table 1: Statistical significance of differences in students’ attitudes regarding owning a profile on Facebook*

Items	Profile on Facebook	M	SD	t	df	p
Facebook could be used as an aid in learning	Yes	3.39	1.26	2.26	311	0.02
	No	2.81	1.30			
Facebook would improve communication with professors and assistants	Yes	3.48	1.20	2.28	311	0.23
	No	2.93	1.36			
It is good to exchange information related to the faculty on Facebook	Yes	3.85	1.07	3.54	311	0.01
	No	3.07	1.27			
It is good to exchange educational materials related to the faculty on Facebook	Yes	3.88	1.09	3.57	311	0.01
	No	3.07	1.38			
Facebook can contribute to improving the study experience	Yes	3.54	1.16	3.10	311	0.01
	No	2.81	1.21			

The analysis of the data presented in the Table 1. revealed statistically significant differences between students with and without an active Facebook profile. For instance, students who had an active Facebook profile exhibited a

significantly higher level of agreement with statements about Facebook's utility in learning, communication, and information exchange. For example, the mean response for the statement *Facebook could be used as an aid in learning* was **3.39** for students with a profile, compared to **2.81** for those without, indicating greater indecision among the latter group. Similarly, statistically significant differences were observed in other items, such as "exchanging information" and "improving the study experience".

*Table 2: Statistical significance of differences in students' attitudes by year of study*

Items	Year of study	M	SD	F	df	p
Facebook could be used as an aid in learning	I	3.21	1.26	1.22	3	0.30
	II	3.30	1.31			
	III	3.47	1.30			
	IV	3.56	1.19			
Facebook would improve communication with professors and assistants	I	3.35	1.26	1.37	3	0.25
	II	3.60	1.08			
	III	3.29	1.22			
	IV	3.61	1.29			
It is good to exchange information related to the faculty on Facebook	I	3.53	1.21	5.26	3	0.01
	II	3.85	1.02			
	III	4.18	0.87			
	IV	3.80	1.10			
It is good to exchange educational materials related to the faculty on Facebook	I	3.52	1.26	6.22	3	0.01
	II	3.84	1.13			
	III	4.24	0.86			
	IV	3.93	1.02			
Facebook can contribute to improving the study experience	I	3.36	1.22	1.28	3	0.28
	II	3.55	1.22			
	III	3.70	1.05			
	IV	3.41	1.17			

Statistically significant differences were also found based on the year of study (Table 2). Third-year students showed the highest level of agreement regarding the exchange of information and materials on Facebook. This trend

is likely attributable to their increased familiarity with academic resources and digital tools, as well as their more developed study techniques. In contrast, first-year students expressed more indecision about the utility of Facebook for educational purposes, likely due to their limited exposure to academic life and digital learning tools.

For the statement *It is good to exchange information related to the faculty on Facebook*, third-year students gave significantly higher ratings compared to first-year students, with mean scores of 4.18 and 3.53, respectively. This pattern was also observed for the exchange of educational materials, where third-year students expressed stronger agreement than their first-year counterparts.

Interestingly, no statistically significant differences were found in students' attitudes based on their study program for most items. This suggests that students across different fields of study – whether in Psychology, Pedagogy, Social Policy and Social Work, Communication and Public Relations or Journalism – share similar views on the application of Facebook in education. However, slight variations were observed in attitudes towards specific applications, such as communication with faculty, and as an aid in learning, where Journalism students tended to show slightly higher agreement. On the other hand, Communication and Public Relations students show slightly higher agreement with the items related to the possibility of exchanging information, educational materials and the contribution of Facebook to improving the study experience.

The analysis of differences based on academic performance did not yield significant results. Students with higher average grades did not demonstrate markedly different attitudes from those with lower grades. This finding aligns with other studies that suggest social media usage for educational purposes is relatively consistent across performance levels.

*Table 3: Statistical significance of differences in students' attitudes  
based on the length of presence on social networks*

Items	Length of presence	M	SD	F	df	p
Facebook could be used as an aid in learning	1-5 years	3.05	1.68	1.67	2	0.19
	5-10 years	3.30	1.24			
	More than 10 years	3.53	1.22			
Facebook would improve communication with professors and assistants	1-5 years	3.32	1.46	0.31	2	0.73
	5-10 years	3.42	1.18			
	More than 10 years	3.52	1.26			
It is good to exchange information related to the faculty on Facebook	1-5 years	3.73	1.24	1.57	2	0.21
	5-10 years	3.72	1.08			
	More than 10 years	3.97	1.14			
It is good to exchange educational materials related to the faculty on Facebook	1-5 years	3.55	1.37	3.84	2	0.02
	5-10 years	3.73	1.12			
	More than 10 years	4.09	1.10			
Facebook can contribute to improving the study experience	1-5 years	3.41	1.40	0.56	2	0.57
	5-10 years	3.44	1.13			
	More than 10 years	3.60	1.23			

In Table 3, statistically significant differences were found for the statement *It is good to exchange educational materials related to the faculty on Facebook* based on the length of presence on social networks. Students who had been on social networks for over 10 years had a higher level of agreement ( $M = 4.09$ ) compared to those who had been on social media for 5 to 10 years ( $M = 3.73$ ). This suggests that students with longer exposure to social networks may be more comfortable with using these platforms for academic purposes.

Table 4: Statistical significance of differences in students’ attitudes based on the frequency of access

Items	Frequency of access	M	SD	F	df	p
Facebook could be used as an aid in learning	Rarely	4.00	0.01	0.49	3	0.69
	Sometimes	3.50	1.76			
	Frequently	3.22	1.13			
	Regularly	3.35	1.28			
Facebook would improve communication with professors and assistants	Rarely	2.75	1.26	0.78	3	0.51
	Sometimes	3.17	1.60			
	Frequently	3.28	1.08			
	Regularly	3.47	1.23			
It is good to exchange information related to the faculty on Facebook	Rarely	3.50	0.58	1.31	3	0.27
	Sometimes	3.33	1.37			
	Frequently	3.50	1.02			
	Regularly	3.83	1.12			
It is good to exchange educational materials related to the faculty on Facebook	Rarely	3.50	1.29	3.61	3	0.01
	Sometimes	3.33	1.37			
	Frequently	3.25	1.16			
	Regularly	3.90	1.12			
Facebook can contribute to improving the study experience	Rarely	3.25	0.50	2.17	3	0.09
	Sometimes	3.33	1.37			
	Frequently	3.00	1.05			
	Regularly	3.55	1.19			

Table 4 presents differences in students’ attitudes based on the frequency of accessing social networks. While no significant differences were found for most items, a notable exception was the statement *It is good to exchange educational materials related to the faculty on Facebook*. Students who accessed social networks regularly (M = 3.90) showed a higher level of agreement compared to those who accessed them less frequently (M = 3.25 for frequent users). This result indicates that students who are more engaged with social networks are more likely to see their educational potential.

## 5. DISCUSSION

The results of the research indicate that respondents show a certain level of **caution and reluctance** regarding the use of the Facebook social network for educational purposes. Given that, in general, young people predominantly use Facebook as a platform for socializing and exchanging personal information, it is **noteworthy** that they do not hold the same views when it comes to its potential for learning or other academic purposes. In this context, it can be noted that students perceive Facebook more as a space for personal engagement rather than as a platform for education, learning, and academic development. This **tendency is consistent** with findings from other studies (Dennen & Burner, 2020; Chugh & Ruhi, 2018), which have shown similar patterns. Students often associate Facebook with social interaction, rather than serious academic work, and express doubts about its potential as a learning tool (Jumaat et al., 2019). Indecisiveness, as well as doubt that Facebook can be a digital learning tool, is present among a large number of respondents, although some earlier research indicates that students use Facebook as a platform to enhance learning (Menzies et al., 2017; Nkhoma et al., 2015). **Our results highlight that a large proportion of students are either undecided or doubtful about the usefulness of Facebook as a learning tool.**

**Indecisiveness among students can stem from several factors.** First, it may be that students in the region are not fully informed about the potential educational applications of Facebook. **While platforms like Moodle or Google Classroom are more traditionally recognized in academic settings,** Facebook is primarily viewed as a social platform, which likely contributes to its limited acceptance as an academic tool. Second, personal attitudes and preferences toward social media usage can vary. For some students, other social media channels (such as LinkedIn or specialized academic forums) might be preferred for educational purposes. Furthermore, the lack of institutional encouragement or support for using Facebook as a formal educational tool may reinforce students' reservations. **This finding aligns with the study by Manca (2020), which emphasized that institutional culture and faculty attitudes toward digital tools significantly influence their adoption in learning environments. Similarly, the study showed that for greater student interest in using Facebook in education, lecturers need to spend effort to create a good course dynamic to engage students (Arteaga Sánchez et al., 2019).**

The data also revealed that students show a high level of indecisiveness regarding the claim that Facebook could improve communication with professors and assistants. This indicates that such practice is not yet common, and **traditional forms of communication, such as email or official platforms**, still dominate in most cases. However, more than 60% of respondents agree that exchanging information with peers via Facebook is beneficial, reflecting **peer-to-peer interactions** as a key benefit of social networks in academic contexts. This is also supported by other research (Momcilovic & Petrovic, 2016), which found that students prefer informal platforms for communicating with their peers, especially when it comes to sharing resources and information relevant to their studies.

**The fact that the majority of students recognize the utility of Facebook for exchanging study materials is particularly noteworthy.** Despite their hesitation regarding Facebook's broader role in education, many students appreciate its convenience for sharing files, articles, and updates related to coursework. This practical aspect of Facebook **aligns with previous research, which emphasizes its effectiveness as a medium for information exchange among students** (Janjic, Ursulescu-Milicic, & Spariosu, 2012), and also seems to align with its original design as a network for quick communication and sharing. However, nearly one-third of respondents remain undecided on this matter, highlighting an ongoing uncertainty about the network's place in the learning process. This finding suggests that while Facebook may have utility in certain academic interactions, there remains a considerable gap between its potential and students' perceptions of its role in formal education.

**In terms of the independent variables**, the research generally indicated that there were no statistically significant differences in attitudes regarding study program or academic performance. This suggests that students' attitudes toward Facebook are relatively homogeneous across different disciplines and academic levels. These findings are consistent with previous research showing that social media usage patterns do not vary significantly across academic programs (Pavlović et al., 2019; Stanisavljević Petrović & Mamutović, 2018). Similarly, studies have demonstrated that Facebook is often used in a uniform way among students, regardless of their academic field, particularly when it comes to information sharing and communication (Marković et al., 2024). Further research emphasizes that the development of social competences

through social networks, including platforms like Facebook, plays a key role in shaping students' attitudes and behaviors, rather than their specific academic performance or program (Marković & Stanisavljević Petrović, 2024). However, a contrasting study from Oman (Al-Qaysi et al., 2020) found that variables such as gender, age, and academic discipline had a more pronounced effect on students' attitudes towards social media. **This discrepancy could reflect cultural differences in how students from different regions perceive the role of social media in education.**

One area where statistically significant differences were found was the year of study. **Third-year students** were more likely to have a positive attitude toward Facebook's role in education compared to first-year students. This finding could be explained by several factors. **Third-year students are generally more experienced with both university life and digital tools**, which may make them more open to integrating Facebook into their learning routines. Furthermore, by the third year, students tend to have more specialized academic needs and more established study practices, which could lead them to view Facebook as a convenient tool for organizing and sharing resources. **Another potential explanation is that third-year students may have developed stronger digital literacy skills**, which enables them to better utilize platforms like Facebook for academic purposes. This finding underscores the importance of digital literacy development throughout students' academic careers, as greater proficiency with technology often correlates with increased willingness to experiment with new learning tools.

## 6. CONCLUSION

In light of the continuous development of new technologies, there is a constant need to reassess the digital tools used for educational purposes. **Facebook, as a platform, represents both a challenge and an opportunity** in the context of higher education. Its role has been evolving, particularly as newer platforms such as Instagram, Pinterest, Snapchat, WhatsApp, and TikTok emerge and gain popularity among students. Each of these platforms offers unique benefits for educational purposes, such as increased engagement or different modes of content sharing. Therefore, the relevance of Facebook in education must be continually re-evaluated to ensure its utility alongside these newer options.

The results of this study indicate that while Facebook is widely used in the higher education environment, students primarily see it as a tool for exchanging information and materials with peers, rather than as an integral part of the learning process itself. **This suggests that Facebook's strengths lie in its ability to facilitate peer-to-peer interaction rather than its potential as a formal learning platform.** However, the study also highlights a degree of reservation among students regarding Facebook's role in education, likely due to its image as a primarily social platform. **These findings point to a need for greater awareness and education** about how Facebook and similar tools can be effectively integrated into academic work.

One important implication of these results is the potential for universities to play a more active role in promoting the use of Facebook and other digital platforms as learning tools. **If educational institutions were to offer more structured support** and guidance on how to use social media for academic purposes, students might become more comfortable and willing to integrate these platforms into their learning processes. This could involve training sessions, digital literacy programs, or even incorporating social media into the curriculum in a way that directly supports learning outcomes.

**The modernization of higher education must involve digital tools that support both students and educators.** Social media platforms, when used effectively, can enhance communication, resource sharing, and collaborative learning. The results of this study have the potential to inform future approaches to integrating social media into academic life, by emphasizing the importance of institutional support and digital literacy.

On the other hand, this study has certain limitations that should be acknowledged. **The relatively small sample size** and the fact that the research was conducted within a single institution limit the generalizability of the findings. A broader study that includes multiple institutions and a more diverse student population would provide a more comprehensive understanding of students' attitudes toward Facebook and other social media in education. **Furthermore, the study focused solely on Facebook**, while other platforms that are growing in popularity, such as Instagram and TikTok, may offer different insights into social media's role in education. Future research could benefit from comparing these platforms to assess their relative effectiveness in supporting educational outcomes.

In conclusion, this study provides a valuable starting point for future research on the role of social networks in higher education. **As social media continues to evolve, so too must our understanding of its potential applications in learning environments.** By addressing the limitations of this study and expanding its scope, future research can offer deeper insights into how students and educators can best harness the power of social media to enhance the educational experience.

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Marija Marković

Departman za pedagogiju, Filozofski fakultet, Univerzitet u Nišu, Srbija

Zorica Stanisavljević Petrović

Departman za pedagogiju, Filozofski fakultet, Univerzitet u Nišu, Srbija

## STAVOVI STUDENATA PREMA UPOTREBI FEJSBUKA U VISOKOM OBRAZOVANJU: IMPLIKACIJE ZA ISKUSTVO UČENJA

**Sažetak:** *U svetlu sve većeg značaja digitalnih tehnologija i rasta društvenih mreža, razumevanje uloge Fejsbuka u visokom obrazovanju postaje sve relevantnije. Ova studija ima za cilj da istraži stavove studenata univerziteta prema upotrebi Fejsbuka kao alata za direktno i indirektno akademsko angažovanje, sa posebnim fokusom na njegovu ulogu u podršci učenju, komunikaciji i saradnji. Korišćen je deskriptivni metod, a podaci su prikupljeni od 314 studenata osnovnih studija Filozofskog fakulteta Univerziteta u Nišu. Rezultati pokazuju da studenti visoko cene Fejsbuk za razmenu informacija i deljenje akademskih materijala, ali su generalno oprezni kada je u pitanju njegova direktna primena u procesima učenja. Studija takođe ispituje uticaj nezavisnih varijabli (kao što su studijski program, akademski uspeh, dužina korišćenja Fejsbuka i učestalost pristupa) na stavove studenata. Pedagoške implikacije ovih nalaza mogu doprineti unapređenju upotrebe Fejsbuka i drugih digitalnih platformi u visokom obrazovanju, kako za direktne akademske svrhe, tako i za šira obrazovna iskustva.*

**Ključne reči:** *visoko obrazovanje, stavovi studenata, Fejsbuk, digitalni alati za učenje, akademsko angažovanje.*